



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

chology for the well-equipped teacher, and in this I do not refer alone to the high school teacher, but to those of every grade, the book under review readily finds an excuse for being. It is a volume in the publishers' Brief Course in Education Series and in the reviewer's opinion it is well placed.

Every teacher who is interested in becoming a better teacher will profit by a careful study of this book. It is well organized and the selection of material is well-balanced. The teacher who makes a close acquaintance with this book will surely be led to read further. And this suggests one of the strong points of the book. The bibliographies at the end of each chapter, and the general one at the close of the book are good, exceptionally so. The general bibliography might have been more serviceable had it been classified in subject order rather than just an alphabetical list. Another good feature of the book is the topics for study and for reports, and the problems for solution placed at the end of each chapter. The book may be safely commended to the teacher looking for a good introduction to the study of sociology.—G. O. M.

EDUCATION IN TEXAS. Compiled by Frederick Eby. Education Series No. 2, University of Texas Bulletin No. 1824. Austin, 1918. Pages xv 963. Price \$2.50.

This is a volume of source materials carefully selected and made accessible to enable students of the history of Texas to get a better acquaintance with the progress of education in that State. The work of selection has been done well as has also the editing. It is a unique contribution to the history of education in that State.

The materials included in the volume cover wide range, beginning with the early educational efforts of the Spaniards and coming on down to 1890. The original purpose of the compiler was to bring the sources down to the present. But this purpose was abandoned when it became evident that the volume would be entirely too bulky if the period from 1890 to the present were adequately covered. Moreover, by 1890 "all the fundamental features of our present educational system had become permanently established. The people of Texas had finally adopted the policy of a free public school system, including all grades from the primary to the University. . . . From that time there has been no serious interruption in the progress of education in the State. The only fundamental additions have been the adoption of compulsory attendance in 1915, and the recognition of the kindergarten as an integral factor in a public educational system in 1917." For these reasons the latter decades are not covered in the compilation. Practically no material concerning the University of Texas is included in the volume, because Dean H. Y. Benedict's rather complete Source Book is already accessible.

The book contains materials dealing with the Spanish period, the Mexican period, the period of the Republic, the period from annexation to the Civil War, the period of the war and Reconstruction, and a great deal of space is given to materials dealing with the re-establishment of the public school system in the seventies and with efforts during the years from 1883 to 1890, when the state school system was finally established. Throughout there are added to the enactments and official reports and documents the observations and views of contemporary critics which add greatly to the value of the book. The volume is therefore rich in documentary and source material dealing with education and will serve greatly to lessen the difficulty of students in getting a view of the subject. When this kind of work is done for all the Southern States (Mr. C. L. Coon did it for North Carolina for the period 1790-1840 and Dean M. C. S. Noble of the University of North Carolina is now engaged in bringing it down to the present) the student of the history of education in the South will have his task rendered easier and safer also. Mr. Eby's volume is an admirable contribution to this end. A highly valuable feature of the work is a most complete bibliography comprising 72 pages.—EDGAR W. KNIGHT.

PUBLICITY CAMPAIGNS FOR BETTER SCHOOL SUPPORT (SCHOOL EFFICIENCY MONOGRAPHS), Carter Alexander and W. W. Theisen. World Book Company, Yonkers, New York, 1921. Pages viii—164. Illustrated. Price \$1.35.

The purpose of the handbook is to aid those struggling to secure adequate financial support for public schools. The experience of many communities in the effort to secure more financial support for schools shows that competition with the many demands for increased taxes for other purposes makes a forceful campaign on the part of school officials necessary if a convincing case is presented to the citizens. The present volume presents the principles and procedures underlying the operation of successful school publicity, and the causes of the failure of unsuccessful campaigns are given. The book contains an analysis of the technique and generalship of leaders in school campaigns and presents also material that provides facts and arguments to meet every situation. It will be valuable for superintendents and school boards. The book also contains a selected bibliography of publicity methods.—E. W. K.

HOW TO MEASURE IN EDUCATION. William A. McCall, Assistant Professor of Education, Teachers College, Columbia University. New York: The Mcmillan Company, 1922. xiii 410 pages.

Professor McCall's book should be read carefully by anyone who desires to know all that is being pro-